

Milestone Number:	4
Cluster Name	Great Barrier Island
Contract Number	08-0195
Lead School	Mulberry Grove School
MoE School ID Number	1385
Date	11 November 2009
National Facilitator	Tessa Gray
Project Director/s	Indira Neville
Facilitator/s	Indira Neville, Sue West

Milestone 4

4.1. Response to Milestone tasks

4.2 Details of the tasks to be completed by the contractor to achieve this milestone are:

4.2.1 Liaise with the National Facilitator assigned to this project;

What did we do?	Who was involved?	What was the outcome?
One audio conference in term 4	National facilitator Tessa Gray, the Principals of the three GBI schools	This was a general discussion reflecting on cluster initiatives and exploring future possibilities. Related documentation can be found at http://docs.google.com/Doc?docid=0AWZvK0lwTwzAZHh0d210a180NGd4MnA4emR0
Regular email contact with cluster facilitator, both formal (milestone feedback) and informal (general assistance and encouragement).	GBI cluster facilitator	This ongoing contact has continued to be of benefit to the cluster facilitator in regards to; <ul style="list-style-type: none"> • Maintaining a sense of connection with the wider ICT PD community; • Maintaining a sense of responsibility and accountability in regards to the cluster; • Providing advice, specifically with the writing of Milestone 3.

4.2.2 A. National Programme Goal 1. Implement the New Zealand Curriculum/Te Marautanga o Aotearoa through the use of e-learning

Cluster Programme Goals 1. Use of ICT as a means of exploring and implementing the new curriculum, specifically the Key Competencies.	Success Indicators <ul style="list-style-type: none"> • Principals & teachers will understand the intentions and possibilities of the new curriculum, specifically those related to the Key Competencies, and ways in which ICT can support these. • Teachers will incorporate understandings of the Key Competencies into their classroom planning and practise, modelling processes and behaviours and providing students with opportunities to explore them utilizing ICT. • Classroom environments will emphasize and reflect an awareness of the Key Competencies through both teacher-provided resources and student work. • Principals will incorporate understandings of the Key Competencies in relation to school planning, assessment and reporting.
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End of year review

a. What progress has been made towards achieving these goals and what evidence supports this?

1. Use of ICT as a means of exploring and implementing the new curriculum, specifically the Key Competencies

Members of the Great Barrier Island ICT PD Cluster have continued to develop and demonstrate understandings of the relationship between ICT and the Key Competencies (*success indicators 1 and 2*), “demystifying the use of computers”^{*} as one cluster teacher described it. There have been two main contexts for this development, ‘Inquiry’ and the ‘ICT Intensives’.

Inquiry:

As a cluster we chose this year to concentrate on the competency ‘Thinking’ and in the first half of the year spent time working to comprehend this and exploring various thinking tools and approaches (see milestone 3). In the second part of this year all three schools have narrowed their ‘Thinking’ focus into ‘Inquiry’ and have spent time beginning to explore this notion, trialling inquiry approaches and utilizing ICT as they do so.

Across the cluster the impact of ICT has probably been felt most keenly in the immersion stages of the inquiry process; that period where teachers are working to scaffold information and develop knowledge within a chosen context. All three schools are for example, using EPIC as a source of information. Okiwi School shared their new knowledge of this online resource in their school newsletter (see right) and Mulberry Grove (MGS) and Kaitoke Schools have created links to EPIC from their respective intranets. Likewise the Digistore has proved valuable with Mulberry Grove School teachers utilizing the ‘Animals at the Zoo’ digital object in their exploration of the fertile question this term “Hey animal, why aren’t you extinct?”

The use of web 2.0 tools is also prevalent. Kaitoke School is using *Wikispaces* and *Pindax* to create a ‘wonderings board’ (<http://kaitokeintranet.wikispaces.com/Wonderings>) where staff and students can post any questions and ideas related to this term’s topic ‘Body Systems’. Kaitoke and MGS are also utilizing the *Fur.ly* tool, with staff making collections of relevant online resources for children to access (body system *Youtube* video collection <http://fur.ly/8z2>, Animal website collection <http://fur.ly/867>).

Many of those thinking tools highlighted within the first half of this year are also being used to support the inquiry immersion phase. MGS continues to expand it’s use of the Thinker’s Keys while the senior class teacher at Kaitoke School has developed a ‘Thinkers Toolbox’ (<http://gbi-ict-cluster.wikispaces.com/Lyn%27s+Awesome+Planning>) with a variety of tools for students to use in analysing and developing opinions about information.

There is also some development in the use of ICT as a tool for children to use when they are communicating their inquiry-related understandings. MGS is probably most confident at doing this and last term students utilized various applications

including video, *Powerpoint* and *Artrage* as a means of sharing their thoughts on the question “Where does my toy come from?” Examples of this work can be found on the cluster wiki at (<http://gbi-ict-cluster.wikispaces.com/MGS+Inquiry>)



Okiwi School Newsletter 2009
Issue Week 9 Term 3

We found this information about **Katie Pocock** by using the Epic internet search portal.

Katie has been paddling in one form or another for the last 14 years and has represented New Zealand in sprint kayaking, marathon kayaking, surf life saving and more recently ocean paddling. Katie spent over half a decade racing K1s internationally and was the first female to make a World Championship final which she did in 2003. She is a former World Surf Ski Champion (2000) and the Current World Ocean Paddling champion a title she claimed in May when she beat the world's best across the famous Molokai channel in Hawaii. Working as a full time operational fire fighter in Auckland means that she has to be choosy about what races in the International Ocean Paddling circuit she contests. Her next big challenge is the Hong Kong, Abu Dhabi and Dubai World Cup races at the end of November. Katie is enormously grateful for the support of Epic Surf Skis, Adidas Eye Protection, Point 5, Fab Swim Swimwear and of course Leppin sport. She is coached by her older brother Jason Pocock.

Katie Pocock visited Great Barrier Island as a Duffy Books Role-model. Okiwi School looked her up in EPIC and shared what they found in the school newsletter.

Photos courtesy of Sportclub

^{*} All teacher quotes in this milestone are taken from the 2009 end-of-year survey. This is available in both its raw and collated forms at <http://gbi-ict-cluster.wikispaces.com/Planning+and+review+meeting>

Okiwi school are also just beginning to make use of *Microsoft Excel* as a means of recording and comparing data gathered in their ongoing wetland restoration inquiry, and *Wikispaces* to share their experiences. You can find out more about this authentic project at <http://okiwischool.wikispaces.com/Our+Projects>

The ICT Intensives:

As planned this year the GBI ICT PD Cluster has had three week-long ICT intensives. These were designed to provide both staff and students with exposure to a variety of ICT-related tools as well as some basic skills in their use. Term 2's intensive was discussed at length in Milestone 3 and the two subsequent intensives have very much followed suit. In term 3 the week



Cluster facilitator Indra Neville works with year 3 and 4 kids during term 4's ICT intensive.

had an electronic music focus. This intensive was facilitated by both Sue West and myself and we explored a variety of digital music genres using free pieces of software *Hammerhead Rhythm Station* and *Audacity*. Images, reflections and work samples from this intensive can be found at <http://gbi-ict-cluster.wikispaces.com/ICT+Intensive+2>. This term I facilitated the intensive alone and the focus was the use of *Google SketchUp*. Evidence of term 4's intensive is also available at <http://gbi-ict-cluster.wikispaces.com/ICT+Intensive+3>.

In both cases the photos and student reflections illustrate a high level of participation, engagement and thought. Staff also report on the intensives as valuable, with 6 out of 7 teachers describing the intensives as 'of some success or very successful' in regards to student engagement (the seventh teacher did not attend an intensive). 7 out of 7 teachers also believe the intensives were 'successful or very successful' in regards to their own skill

and confidence and believe they have made good beginning in terms of using processes and tools learnt back in their own classrooms. They provide the following examples of transference;

"In pairs kids drew monsters, transferred them to computer. Kids loved it, the use of skills they already learnt but had not used to produce a piece of art" –*Kaitoke School year 0 to 4 teacher*

"(We've used) Audacity/Acid soundtracking or sound effecting with stories –multitracking, just a starter for all sorts of multitrack projects and editing" –*Okiwi School year 0 to 8 teacher*

"(We're) keen Paint and Artrage users and also worked with GIF Animator" –*MGS year 4 to 8 teacher*

Although the intensives have been 'officially' designed to support the Thinking competency, they have also been valuable as a context for practising other Key Competencies. Having each school act as host for an intensive; providing a welcome, making room for us all, supplying the diesel for the generator and the power, and doing the catering, has been an opportunity for Participating and Contributing. The excitement of learning, the extended length of time spent together, limited numbers of computers (requiring kids to work in pairs), and role-modelling strong friendly interschool teacher relationships, have all worked to foster more effective relationships amongst the children (Relating to Others). And finally, the pedagogical content and approach of the intensives have required an element of Managing Self; building in to the learning sequence opportunities for children to 'play' with and explore the software possibilities before and during the act of creating something.

All three schools are also working consciously outside of the ICT intensives to create environments and systems that acknowledge and encourage the Key Competencies (*success indicator 3*). Kaitoke School for example, explored Participating and Contributing by holding a Teddy Bear's Picnic this term and inviting young children from all over the island to attend. Okiwi School emphasises Relating to Others within the culture of their school with students working as tuakana / teina buddies (a striking example of this occurred during the last ICT intensive, where Okiwi kids were taking their buddies into the intensive room during the lunch-hour and passing on what they had learnt that day. They were impressive in their ability to confidently tautoko and awhi the others). Mulberry Grove School continues it's pursuit of a competency-based local curriculum, beginning to explore the assessment possibilities of both the SOLO taxonomy and the learning story format. An overview of this approach and related documents can be found at <http://www.mulberrygrove.school.nz/curriculum.html>

At the time of milestone 3 only MGS was really demonstrating a Key Competency commitment through the appearance of their school environment (*success indicator 4*). This has changed although the environments in question are more digital than physical. In the last few months both Okiwi and Kaitoke schools have begun participating and contributing more through the development of an online presence. Both schools are using *Wikispaces* as a place to share information and student work (Okiwi at <http://okiwischool.wikispaces.com/> and Kaitoke at <http://kaitokegbi.wikispaces.com/>) and are finding it empowering to be able to create and instantly publish their own web content. So enamoured are both schools of the ease and possibility *Wikispaces* offers that Okiwi has allocated pages to each of their students and Kaitoke have also created an intranet for in-house learning and administration purposes (<http://kaitokeintranet.wikispaces.com/>).

c. List any key lessons for the cluster?

In regards to curriculum the key lesson has been I think, wow! *You can do a lot of stuff with ICT*. As facilitator it has been fascinating and rewarding to see the members of the cluster realise just how many possibilities ICT offers. From a practical

systemic perspective to a key competency-focused pedagogical one, ICT has potential! And it is awesome now when one of the Principals says, “We’re trying to do this...how can ICT help?”

d. What are the next steps towards achieving the cluster goal/s?

As a result of our experiences this year we have identified three areas of focus for 2010. The first of these relates to the development of Inquiry within our schools. While we all feel we have made a good start in this area we are keen to capitalize and go further, perhaps visiting and learning from some schools that are using the approach in an exceptional manner. Secondly we want to build on our ability to transfer skills learnt during the ICT intensives back in our own classrooms. We want to get better at identifying unit-based opportunities for ICT use, including it in the planning, relating it meaningfully to learning outcomes and providing time and support to ensure students create excellent product. Finally we want to have ICT infrastructures and equipment within our schools that enables this kind of quality teaching and learning to take place. This is an issue especially for Kaitoke and Okiwi schools whose current equipment is ‘protesting’ the increased demands and expectations.

4.2.2 B. National Programme Goal 2. Increase capability of teachers and principals to improve students' learning and achievement through e-learning

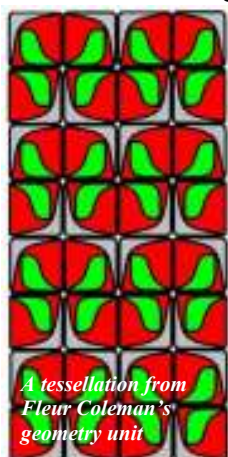
Cluster Programme Goals	Success Indicators
<ol style="list-style-type: none"> 1. Use of ICT to access limited resources and meet the needs of specific students. 2. Use relevant technology (<i>e-asttle</i>) as a means of formative assessment. 	<ul style="list-style-type: none"> • Teachers of, and students in, years 0 to 8 across the cluster are effectively utilizing a variety of appropriate information and communication technologies in their teaching and learning. • Teachers of, and Year 7 & 8 students from across the cluster are utilizing e-learning for Careers Education and Learning Languages. • Teachers and students in the Correspondence School Unit are effectively utilizing a variety of appropriate information and communication technologies in their teaching and learning. • <i>easttle</i> is being used effectively as a formative assessment tool for years 4 to 8 within each school.

End of year review

a. What progress has been made towards achieving these goals and what evidence supports this?

1. Use of ICT to access limited resources and meet the needs of specific students (*success indicators 1 through 3*):

Teachers across the cluster are beginning to utilize a variety of appropriate technologies and tools in their practice. These have been described in large part in section 4.2.2.A of this report but other notable examples include the ICT-based geometry unit undertaken by Mulberry Grove's senior teacher (<http://gbi-ict-cluster.wikispaces.com/Fleur%27s+Maths+Page>), the same school's developing interest in video and their growing *YouTube* channel, contributed to by staff and students alike (http://www.youtube.com/results?search_query=mulberry+grove+school&search_type), increased use of ICT for publishing at Okiwi School (<http://okiwischool.wikispaces.com/Soul>), and a newfound confidence and skill in Kaitoke School's junior class use of the digital camera (<http://kaitokegbi.wikispaces.com/Room+1>). The use of ICT in the Correspondence School Unit has also increased. This will be discussed fully in section 4.2.2.E.



2. Use relevant technology (*e-asttle*) as a means of formative assessment (*success indicator 4*):

In term 3 of this year the three cluster school principals spent an *easttle* professional development day with Earl Irving from Team Solutions. This day was useful in terms of increasing our knowledge about *easttle* but more interesting was the fact that at the end of the session the facilitator stated that the product was inappropriate for us. It turned out that the graphic percentage-based representations of data from our schools produced by the application, were misleading due to our very small sizes, and that *easttle* could not reliably overcome this at the present time.

c. List any key lessons for the cluster?

The main lesson for the cluster in this area is that *goal 1 is worded wrongly!* At our September review meeting we decided that what this goal should really say is that we will "use ICT to access resources and meet the **specific** needs students". Moving that word 'specific' is crucial and represents a major philosophical shift for members of the cluster, that is the realisation of ICT as a powerful tool for supporting individual students in their individual learning *all the time*, not just in 'special' areas like Careers. In actual fact this year the island was lucky enough to have a former secondary teacher/guidance counsellor move to the island and offer her services in careers education. Similarly all three schools have found themselves with actual, physical, live people able to support senior language learning.

d. What are the next steps towards achieving the cluster goal/s?

As touched on in the previous section our emphasis next year will move from teachers simply utilizing ICTs, into teachers utilizing them really effectively for quality learning processes and products. This means greater facilitator involvement at the planning stages of a unit; working with teachers to identify authentic and creative opportunities for ICT use, and then ongoing PD and support within this specified context.

4.2.2 C. National Programme Goal 3. Strengthen professional learning communities and increased collaboration within and across schools

Cluster Programme Goals	Success Indicators
<ol style="list-style-type: none"> 1. Continue to develop and work collaboratively through online technologies. 2. Access specific teaching and learning networks off-island as appropriate (eg: early childhood sector, secondary sector, Kura Kaupapa Māori). 3. Seek opportunities to compliment digital collaboration by physically visiting and participating in other educational settings (eg: conferences). 	<ul style="list-style-type: none"> • Wiki and database are being used by staff and students across the cluster to access and share resources, and to undertake shared projects which reflect and support the new curriculum. • Teachers and students at Okiwi School are effectively engaged in dialogue with other kurakaupapa Māori, sharing experiences, discussing pedagogy and developing exploring possibilities for collaboration. • Teachers in the Correspondence School Unit are effectively engaged in dialogue with other secondary educators, sharing experiences, discussing pedagogy and developing exploring possibilities for collaboration. • Parents at Playcentre are effectively engaged in dialogue with other early childhood facilities, sharing experiences, discussing pedagogy and exploring possibilities for collaboration. • Learning@school is attended by all cluster principals/leaders.

End of year review

a. What progress has been made towards achieving these goals and what evidence supports this?

1. Continue to develop and work collaboratively through online technologies (success indicator 1):

The GBI ICT PD Cluster wiki (<http://gbi-ict-cluster.wikispaces.com/>) has grown significantly this year. It has become a place for sharing work (as discussed and evident in 4.2.2A of this milestone document) but also has an important function in regards to the smooth running of the ICT PD Project. Examples of its use in this way include an 'Admin' page for cluster documentation (<http://gbi-ict-cluster.wikispaces.com/Admin>), a 'Planning and Review' page featuring this term's teacher survey (<http://gbi-ict-cluster.wikispaces.com/Planning+and+review+meeting>), and very recently the inclusion of an events calendar to help everyone keep track of activities (<http://gbi-ict-cluster.wikispaces.com/Calendar>).

The following table is taken from the GBI 2009 ICT Cluster review survey and clearly indicates that cluster members value the wiki in regards to its various functions:

4. Please rate the following aspects of the wiki: *put a tick in the appropriate column	Very valuable/useful	Of some value/use	Of little or no value/use	Not applicable
As a place for cluster-related administration (eg; calendar, milestone documents etc.) ¹	2-29%	4-57%		1-15%
As a place to access resources (software 1downloads, help sheets etc.)	3-43%	3-43%		1
As a place to share work (from the ICT intensives, from an individual teacher/class/school.	4-57%	2-29%		1
As a means for individuals and schools to potentially work collaboratively.	5-71%	1-15%		1
As a place potentially for professional discussions.	4-57%	2-29%		1
The ability for all of us to create and contribute content	4-57%	2-29%		1

Only half of the teachers however, stated in the survey that they had contributed something to the wiki and it's true that at present the cluster facilitator is doing the vast amount of the work associated in posting and maintaining its content.

2. Access specific teaching and learning networks off-island as appropriate (success indicators 2 through 4):

For a number of reasons this goal has not successfully been achieved. In regards to the three primary schools the emphasis this year has been on working with each other and continuing to develop strong on-island relationships. As discussed earlier in this report the benefits of this on teaching and learning have fully justified the efforts but it has meant there has been little time and energy for pursuing much else. Early on in the year Okiwi School did make some attempts to connect with the wider New Zealand Kura Kaupapa Māori community but their initial overtures were not responded to and for the reasons just stated Okiwi did not pursue the issue as paramount. The Correspondence Unit supervisor does have continued contact with subject teachers from the Correspondence School but no more than is dictated by her job, and again it has been hard to find the motivation to change this. Aoteoa Island Playcentre unfortunately lost Linda Flavell, their National ECE ICT facilitator part way through this year and with only six months to go in the project, had only minimal contact with her replacement. They felt unable to initiate

contact with other early childhood organisations without this support (details of Aotea Island Playcentre's involvement in the Early Childhood Education ICT PD Project are available in their separate milestone document).

3. Seek opportunities to compliment digital collaboration by physically visiting and participating in other educational Settings (*success criteria 5*):

Cluster facilitator and Mulberry Grove School Principal Indira Neville was the only cluster member to attend Learning@school this year. This was because at the time Kaitoke School had only an acting principal (supplied by emergency staffing) and Colin Griffiths, the Okiwi School Principal was incapacitated with a hurt back. Indira did run two workshops at the conference, one related her school's attempts to develop a local curriculum with the key competencies at the heart, and the other was on the subject of remediation.

c. List any key lessons for the cluster?

Our key lesson here has been *don't try to do too much!* The priority this year has become fostering and using our small on-island professional community for professional effect. This has I think been more time consuming, but also more satisfying and rewarding than perhaps anticipated by those of us involved and we have wanted to do it justice.

d. What are the next steps towards achieving the cluster goal/s?

Our next steps are a direct result of what we have not managed to achieve this year. These are firstly the continued development of the cluster wiki as a more collaborative space and the mandate to focus 2010 professional development in this area. Secondly we still aim to use the database software *AccessIt* to collate and share resources across the schools (at last it is working reliably *within* all three schools). And finally the cluster has prioritised attendance at Ulearn next year for all involved. This is perceived of as a prime opportunity to explore and participate in an off-island education and ICT setting.

4.2.2 D. National Programme Goal 4. Increase e-learning leadership and ICT strategic planning capability of principals and teachers

Cluster Programme Goals	Success Indicators
1. Development of a whole-island commitment to teaching and learning that utilizes ICT, and moves from early childhood through the primary schools and into the secondary sector.	<ul style="list-style-type: none"> • The cluster has developed a vision statement that summarizes our growing understandings of e-learning and reinforces its importance as a teaching and learning tool for all Great Barrier Island Children. • Vision statement is included and provides direction for the cluster school's 2010 charters, plans and other relevant documents.

End of year review

a. What progress has been made towards achieving these goals and what evidence supports this?

1. Development of a whole-island commitment to teaching and learning that utilizes ICT, and moves from early childhood through the primary schools and into the secondary sector (*success indicators 1 and 2*):

At the planning and review meeting held on September 9th this year (minutes available at <http://gbi-ict-cluster.wikispaces.com/Planning+and+review+meeting>) the principal's decided the statement appearing on the cluster wiki's front page would serve effectively as a vision statement. This views ICT and our cluster primarily in terms of 'connection' stating that we're;

- *Connecting* the educational organizations on the island; developing a shared vision that runs through early childhood, primary and secondary schooling, and working cooperatively to achieve it.
- *Connecting* educators on Great Barrier Island with developments, research, pedagogies, resources, support and colleagues from the rest of NZ and elsewhere.
- *Connecting* students with learning opportunities that are modern, meaningful, engaging, local, national and global as appropriate

We have agreed to use this stated framework to consciously review our activities over the next 12 months and to include it in our separate strategic planning documents.

c. List any key lessons for the cluster?

The key lesson here has been for me as the facilitator rather than the cluster as a whole and it is *get on with it!* As I write this milestone and reflect on our activities I realise how completely ineffective I have been in the area of strategic planning. As facilitator and principal simultaneously I have found it difficult to find and implement the right degree of support for the cluster in this area. Both the Kaitoke and Okiwi school principals are considerably more experienced than I in the job and I feel incredibly cheeky trying to advise them in their strategy, an area I view as crucial to the role of principal as leader of learning within a school. Having said this though, I now need to acknowledge the good will that currently exists within the cluster and the fact that the principals wanted to keep this goal in the contract variation. Both these realities may be read as tacit approval for my meddling?!

d. What are the next steps towards achieving the cluster goal/s?

The main priority for the next phase of the cluster in terms of our stated goal is to find a way to include Aotea Island Playcentre. As explained earlier their ECE ICT project experience has ended. Exploring and meeting their ICT needs next year therefore becomes the exciting responsibility of the Great Barrier Island ICT PD Cluster.

4.2.2 E. National Programme Goal 5. Increase the school community's understanding of the educational contribution of e-learning.

<p>Cluster Programme Goals</p> <p>1. Correspondence School Unit students and their families have increased access to e-learning technologies and understanding of their role in effective teaching and learning.</p>	<p>Success Indicators</p> <ul style="list-style-type: none"> • Correspondence School students are engaged in effective e-learning that meets their own needs and reflects an understanding of the Key Competencies. • The parents and families of correspondence students are welcome and involved at the unit, supporting the children and developing an understanding of the role of ICT in teaching and learning.
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End of year review

a. What progress has been made towards achieving these goals and what evidence supports this?

1. Correspondence School Unit students and their families have increased access to e-learning technologies and understanding of their role in effective teaching and learning (success indicators 1 and 2):

The use of ICT has increased dramatically within the Correspondence School Unit this year. It has been valuable particularly as a means of accessing information in different media and assisting students in the comprehending of concepts. An example of this was using a *Youtube* video of a science experiment to illustrate 'Bernoulli's principle'. As Year 10 student Francis explains, "Once I saw them doing it (on *YouTube*) I got it, understood it. When it was just written down in the book I didn't really get it at all". Students are also regularly utilizing *Anyquestions* and *Ask Dr Math* for learning support.

In regards to set work from the Correspondence school there are almost no opportunities for the creative use of computers by students so within the cluster we have had to create our own. We took the threat of closure to the unit as a starting point and the students created a *Wikispaces* page (<http://shufflingfakz.wikispaces.com/>) to express their concern. This project was very engaging, with students creating digital video (<http://shufflingfakz.wikispaces.com/Save+Our+Unit>) and exploring the online tool *Graffiti Creator*.

The use of ICT, and the work current supervisor Fleur Coleman has done in regards to making the unit a stable, safe and satisfying place to be, have greatly increased the reputation of the facility. As a result the roll has risen from two students to six and a parent committee has been formed, supporting Fleur and her teaching approach.



Kathryn, Zac, Averlyn and supervisor Fleur hard at work in the Correspondence Unit.

c. List any key lessons for the cluster?

One sad lesson has been learnt within the Correspondence Unit this year and that is *Don't rely on the Correspondence School for support!* Unfortunately the Correspondence school as a central organisation have been completely unhelpful in terms of assisting Fleur and improving the quality of secondary teaching and learning on Great Barrier. Examples of their indifference include phone bills not being paid and the internet being cut off, records of student work not being kept up-to-date (accessible through *Blackboard*), and a refusal to improve or maintain ICT hardware and infrastructure within the unit.

d. What are the next steps towards achieving the cluster goal/s?

In regards to ICT the goal for the Correspondence Unit next year is to move from simply using it into using it really effectively and providing opportunities for students to create quality works.

4.2.2F. Provide a brief report on the progress of each school

Given the small size of the cluster, most of what individual schools have achieved has already been reported on within the body of this milestone. For this reason the following reports are very brief, concentrating on staff changes and philosophical directions rather than repeating those practical actions already explained.

Okiwi School:

This year Okiwi School has maintained a stable staff of Principal and Principal release teacher, both of whom are committed to the use of ICT in teaching and learning. They have participated in the ICT intensives and have begun to utilize technologies and the new curriculum (see examples in body of report) but are committed to doing things in 'the Okiwi way', that is within their current tikanga. They have also undertaken an infrastructure audit with a view to creating an environment that better serves their teaching and learning purpose.

In regards to the ICT cluster they value particularly the closer relationships that are forming between the schools, and the practical provision of teacher release time. As a teaching principal Colin Griffiths finds himself incredibly busy and release enables him to reflect and try things out. As he says, "You only learn by doing".

Kaitoke School:

Midway through this year Kaitoke employed a new principal Patsy Inder. She was promptly thrown into an ERO review but now that that is over, has taken the ICT contract on board and is providing strong leadership within her school. Patsy views ICT very much as a tool for supporting best practise and like Okiwi, is undertaking an infrastructure audit with a view to better utilizing resources. She sees the contract has having lots of potential which her school has not perhaps used to best effect yet, "As someone who has come in part way through it is taking me some time to catch-up –I feel we need to commit more as a school to actually implementing our new learning".

Kaitoke school has two other teachers, one of whom has been an enthusiastic participant (Lyn in the senior room and some of her Thinking/ICT classroom initiatives have been detailed in the body of the report) and one of whom is leaving at the end of the year.

Mulberry Grove School:

Mulberry Grove underwent a staff change this year, employing a new teacher and saying goodbye to Kathryn who had been instrumental in terms of the use of ICT with juniors throughout the cluster. The school now has two provisionally registered teachers who are enthusiastic and reasonably confident in their own ICT use and keen to utilize it to effect with students (examples of their use have been included in the body of the report).

It is impossible to separate cluster professional development from other PD in the school. This is because the cluster facilitator is also the principal and views all PD as having the same end; the creation of an effective, Key Competency-focused teaching and learning program.

Aotea Island Playcentre:

The Great Barrier Island Playcentre have enjoyed their time on the ECE ICT project and consider the development in their writing and use of learning stories as the most valuable thing they have learnt. There will be some significant changes within the organisation next year as long-established parents leave, including the current ICT liaison. They have not yet decided on a replacement but effectively supporting them to greater participation in the GBI ICT PD cluster is a priority for all.

The Correspondence Unit:

Fleur Coleman has saved the unit from closure this year. Her passion and dedication have made a real difference for the students and their families. Although it continues to be hard for her to undertake and utilize ICT-related professional development without the support of the Correspondence School proper, she is committed to doing what she can.

4.2.3 Report on your programme implementation during the milestone period

Programme Implementation

Date	What did we do and how often?	Who was involved and how many were involved?
Term 3	<p>One ICT intensive week –emphasis on learning about and creating electronic music</p> <p>One shared staff meeting -effective internet searching</p> <p>Two days with Thinking ‘expert’ Graeme Watts.</p> <p>Two days with National Library Facilitator Rob Finlay</p> <p>One day with Team Solutions <i>easttle</i> Facilitator Earl Irving</p> <p>One planning and review meeting</p> <p>Indira doing four days work in-school</p> <p>Sue doing two days work in-school</p>	<p>(at various time throughout the week) Both cluster facilitators, all three principals, teachers from Kaitoke and MGS, teacher aides from Okiwi and MGS, students in years 5 and 6</p> <p>Cluster facilitator, all teaching staff from all three schools</p> <p>The senior teacher and class at Kaitoke School (using SCAMPER to create a pizza), the junior teacher and class at Mulberry Grove School (using SCAMPER to invent a toy).</p> <p>(at various times over the two days) All three principals, All staff at Okiwi and MGS. Rob’s visit had two purposes; to help develop library procedures and to look at Inquiry learning; http://gtbarriersslp.wikispaces.com/Inquiry+learning+linked+to+ICT+PD</p> <p>All three principals. This was largely a practical session looking at how to use <i>easttle</i>.</p> <p>Both cluster facilitators, all three principals, the Kaitoke school senior teacher</p> <p>The Kaitoke School senior teacher (developing a Thinking toolbox), the Okiwi whole-school teacher (developing the Okiwi website), both MGS teachers (SOLO taxonomy)</p> <p>Okiwi staff and students (Desktop publishing), Correspondence Unit Supervisor and students (Developing a wiki)</p>
Term 4	<p>One ICT intensive week –emphasis <i>Google SketchUp</i></p> <p>One shared staff meeting undertaking 2009 review survey</p> <p>Indira doing seven days work in- school</p>	<p>(at various time throughout the week) Cluster facilitators, all three principals, all teachers from Kaitoke MGS and Okiwi, teacher aides from Okiwi and MGS, students in years 4 and 5</p> <p>All teachers and principals from all three schools</p> <p>Okiwi staff and students (3 days –using excel to record and cmpare data, using <i>Google Sketchup</i> to design cars, developing the Okiwi website), Kaitoke staff and students (3 days –developing the Kaitoke website and intranet, using <i>EPIC</i>, <i>Digistore</i> and the <i>ARBs</i>), Correspondence Unit Supervisor and students (Digital video).</p>

4.2.4 Contract variation for 2009

Have you completed the variation document?

No, work on this continues. It should be finished and forwarded to our national facilitator for comment Monday November 16th.

4.2.5 Have you completed the principals, project directors and facilitators online survey? Yes

Disbursement schedule

ICT Professional Development Cluster:		Great Barrier Island ICT Cluster	
Contract No.		08-0195	
Milestone No.		4	
To: Neil Melhuish e-Learning Unit Ministry of Education PO Box 1666 WELLINGTON		From: Mulberry Grove School, R.D.1., Great Barrier Island 0991	
For Professional and Operational Costs:			
	3yr Budget	Actual-to-date	Cumulative %
Professional Fees	\$32322.00	\$29661.43	91%
Professional Costs	\$73377.00	\$26671.79	36%
Operational Costs	\$11134.50	\$11696.04	105%
Teacher Development Costs	\$16500.00	\$20465.51	124%
plus Goods and Services tax	\$16666.65	\$5541.06	33%
Total	\$150,000.00	\$94035.83	63%
Changes have been made to the budget next year to better reflect the difference in need between professional fees and professional costs. This budget is in the Variation 2 document.			

When you have had your Milestone approved by your National Facilitator then you can email a PDF copy to:

ictpd.milestone@minedu.govt.nz